

External Review Instrument

**Intervention and Assistance Program
Office of School Quality
Division of Curriculum Services and Assessment**



Revised for School Year 2006–07

School: _____

FOCUS AREAS

Leadership and Governance

Curriculum and Instruction

Professional Development

Performance



External Review Instrument

**Intervention and Assistance Program
Office of School Quality
Division of Curriculum Services and Assessment**



Leadership and Governance

Revised for School Year 2006–07

School: _____

FOCUS AREA: Leadership and Governance		
Number L&G 1	Reference 59-18-110 59-1-440	STANDARD: The school evidences an acceptance of shared responsibility for improving student performance by administrators, teachers, parents, students, and the community and takes action to improve classroom practice and student performance.

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 1.1	59-18-110	<p>The school uses district policies and procedures to support the use of academic achievement standards to assist the school and students in achieving higher levels of performance by ensuring that materials, strategies, curriculum components, instruction, and assessments lead toward mastery of state standards and assessments.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What processes are in place to ensure that materials, strategies, curriculum components, instruction, and assessments lead toward mastery of state standards? • How does the district support or recognize schools and reward superior performance or progress toward higher levels of performance for all students? 	<input type="checkbox"/> Policies or procedures <input type="checkbox"/> Curriculum documentation <input type="checkbox"/> District standards <input type="checkbox"/> _____	<ul style="list-style-type: none"> • Board members • Principal • SIC members 	<input type="checkbox"/> Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 1.2	59-18-110	<p>The district has policies or procedures to ensure the identification and provision of resources designed to strengthen the process of teaching and learning in the classroom, improve student performance, and address gaps in student performance. Funds are allocated on the basis of priorities identified in the district strategic plan or school renewal plan.</p> <p>► (District-driven Indicator)</p> <p>Key questions for district:</p> <ul style="list-style-type: none"> • How does the district allocate resources to ensure sufficient distribution to low-performing students and schools? • How does the district and school ensure that resources are research supported and will address gaps in student performance? • How do school leaders ensure that resources are appropriately allocated to implement the district strategic plan and school renewal plan? • Is there a school level intervention team in place? 	District Responsibility	District Responsibility	Not Applicable
L&G 1.3	59-1-440	<p>The school's master schedule provides maximum time for teaching and learning.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Does the master schedule give priority to core subjects which impact on student performance? • Are any core classes split or shortened due to scheduling problems? • Does the school schedule provide for flexible instructional grouping? • What does the school do to protect instructional time? 	<input type="checkbox"/> Master schedule <input type="checkbox"/> Observation <input type="checkbox"/> _____	<ul style="list-style-type: none"> • Principal • Teachers 	<input type="checkbox"/> Not Applicable

FOCUS AREA: Leadership and Governance		
Number L&G 2	Reference 59-24-30 59-24-40	STANDARD: School administrators have individual professional growth plans with annual updates to support their individual growth and district and school needs as defined by the district strategic plan and the school renewal plan.

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 2.1	59-24-40	<p>The individual professional growth plan for the principal is developed using the State Board of Education’s criteria and standards for principal performance.</p> <p>Key questions:</p> <ul style="list-style-type: none"> Has the principal been evaluated at least once every three years (every year if the principal was rated as unsatisfactory)? <ul style="list-style-type: none"> Is the individual professional growth plan based on the principal’s strengths and weaknesses? Is the principal’s professional growth plan aligned with the school renewal plan? Does the individual professional growth plan include the following standard areas, as found in the SDE Program for Assisting, Developing, and Evaluating Principal Performance? <ul style="list-style-type: none"> Vision Instructional Leadership Effective Management Climate School/Community Relations Ethical Behavior Interpersonal Skills Staff Development Principal’s Professional development Instruction for Diverse Learners 	<input type="checkbox"/> Policies or procedures <input type="checkbox"/> District strategic plan <input type="checkbox"/> School renewal plan <input type="checkbox"/> Individual growth plans <input type="checkbox"/> _____	<ul style="list-style-type: none"> Board members Superintendent (district) Principal 	<input type="checkbox"/> Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 2.2	59-24-30	<p>All other school administrators have ongoing individual professional development plans with annual updates that are appropriate to their roles or positions and are aligned with the school renewal plan.</p> <p>Key questions:</p> <ul style="list-style-type: none">• Do all other school administrators have individual professional development plans?• Does the plan match their job responsibilities?• Are their plans aligned with the school renewal plan?	<ul style="list-style-type: none"><input type="checkbox"/> Policies or procedures<input type="checkbox"/> School renewal plan<input type="checkbox"/> Individual professional development plan<input type="checkbox"/> _____	<ul style="list-style-type: none">• Principal	<input type="checkbox"/> Not Applicable

FOCUS AREA: Leadership and Governance		
Number L&G 3	Reference 59-18-1300	STANDARD: Principals are involved in the selection, discipline, and dismissal of personnel in their schools.

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 3.1	59-18-1300	<p>Local policies or procedures direct principals to be actively involved in the selection, discipline, and dismissal of personnel in their schools, and those policies are followed.</p> <p>► (District-driven Indicator)</p> <p>Key questions for district:</p> <ul style="list-style-type: none"> • Which district policies direct the active involvement of principals? • What school procedures are established which ensure active involvement of principals? • How are new teachers recruited and selected? • What procedures are used when teachers must be disciplined? • What procedures are used when dismissal of a teacher becomes necessary? 	District Responsibility	District Responsibility	Not Applicable

FOCUS AREA: Leadership and Governance		
Number L&G 4	Reference 59-139-10 59-36-20 59-1-450 59-139-20	<p>*STANDARD: The school has an early childhood initiative that includes staff training to prepare teachers and administrators in teaching techniques and strategies needed to implement that initiative.</p> <p>*This standard should be reviewed only for schools serving students in kindergarten through grades three.</p>

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 4.1	59-139-10	<p>The district strategic plan includes an early childhood initiative that integrates the planning and direction of the half-day program for four-year-olds, a parenting program, early childhood assistance, school practices in kindergarten through grade three, and any other federal, state, or district programs for preschool children in the district; and these initiatives are being fully implemented.</p> <p>► (District-driven Indicator)</p>	District Responsibility	District Responsibility	Not Applicable
L&G 4.1.a	59-139-10 59-36-20 Kindergarten	<p>Key questions for district on early childhood initiatives:</p> <ul style="list-style-type: none"> • How does the school identify students who need assistance? • What programs does the school implement for four-year-olds who have been predicted to have significant readiness deficiencies? • What is the process used to do developmental screenings? • How does the school collaborate with other community agencies or groups to identify children in need of early childhood assistance? • How does the district ensure the coordination of state and federal funds generated for children in need of early childhood assistance? • How does the district or school provide targeted academic assistance for students in grades K–3? 			

Number	Reference	Indicator	Source of Information	Interviews	Notes
4.1.b	59-1-450 Parent Education	<ul style="list-style-type: none"> What does the school offer for enhanced learning opportunities for children in need of early childhood assistance? How does the school evidence flexibility in serving children in need of early childhood assistance? Key questions for district on the parenting program: <ul style="list-style-type: none"> What parent education programs are available to parents/guardians of children ages birth through five years who are at risk for school failure? What special efforts has the school made to recruit parents of children at risk into such programs? How are children screened for these programs? How does the school know if the programs are having a positive effect on their students and parents/guardians? What opportunities exist for parents to improve their education if they do not have high school diplomas? 			
4.1.c	59-139-20 Academic Assistance	Key questions for district on professional development: <ul style="list-style-type: none"> What professional development programs on early childhood techniques and strategies are in place for the staff? How does the professional development in early childhood that the staff receives translate into action in the early childhood program? 			

Number	Reference	Indicator	Source of Information	Interviews	Notes
		<ul style="list-style-type: none"> What professional development programs on parenting program techniques and strategies are in place for the staff? How does the professional development on parenting that the staff receives translate into action in parenting program? How is the professional development evaluated? How does the professional development focus on evidence-based practices? 			
L&G 4.2	59-139-10	<p>The school leadership will design and implement a developmentally appropriate curriculum model from preschool through grade three, based on a needs assessment and on strategies found to be effective in research.</p> <p>Key questions:</p> <ul style="list-style-type: none"> How does the school align state standards with early childhood programs, curricula and assessments? How does the school ensure that resources are appropriately allocated to preschool through grade three? Is the classroom schedule supportive of learning centers and other necessary classroom practices specific to four and five year old learning needs? Is there an intervention plan in place for students who are struggling? How does the district ensure that quality standards are implemented in classrooms for four and five year old learning needs (i.e., Early Childhood Environmental Rating Scale or National Association for the Education of Young Children Program Standards)? 	<input type="checkbox"/> School Renewal Plan <input type="checkbox"/> Curriculum Guides <input type="checkbox"/> Academic Assistance Plans <input type="checkbox"/> Observation <hr/>	<ul style="list-style-type: none"> Principal Director of Early Childhood Programs (district) Teachers 	<input type="checkbox"/> Not applicable

FOCUS AREA: Leadership and Governance		
Number L&G 5	Reference 59-139-10	STANDARD: The school has established academic assistance initiatives for all grade levels.

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 5.1	59-139-10	<p>The school has an academic assistance initiative to support students with academic difficulties in all grades (preschool through grade twelve) so that they are able to progress academically with their peers.</p> <p>Options may include</p> <ol style="list-style-type: none"> extended-day and/or weekend programs, extended school year, tutorial programs, floating teachers assigned to work with students who have academic difficulties, schoolwide student assistance or intervention team, and alternatives to the above options. <p>Key questions:</p> <ul style="list-style-type: none"> What are the different programs in place to address each grade level's academic assistance needs? Does the design for the academic assistance program include alternatives to year-long and pull-out remediation of students? Is the academic assistance tailored to the needs of each grade level? each student? How does the school identify this population? How does the school evaluate the effectiveness of its academic program(s) for this population? 	<input type="checkbox"/> District strategic plan <input type="checkbox"/> School renewal plan <input type="checkbox"/> Programs for academic assistance <input type="checkbox"/> _____	<ul style="list-style-type: none"> Board members Principal Teachers Parents/guardians 	<input type="checkbox"/> Not Applicable

FOCUS AREA: Leadership and Governance		
Number L&G 6	Reference 59-18-500	<p>*STANDARD: Schools have academic plans for individual students who are lacking the skills to perform at current grade levels. The plans were developed using the Education Accountability Act of 1998 guidelines for academic plans for students (APSs).</p> <p>*This standard should only be reviewed for schools serving students in grades 3-8.</p>

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 6.1	59-18-500	<p>The district has a policy for Academic Plans for Students that is consistent with state APS Guidelines. The policy and procedures are disseminated to all parents (grades 3-8) and are understood by all faculty members.</p> <p>► (District-driven Indicator)</p> <p>Key questions for district:</p> <ul style="list-style-type: none"> • Is there a policy and procedure letter (guidance) on how the APS will be handled in the school? • How is information concerning the APS policy distributed to parents? • How are faculty members informed of the APS policy and procedures? 	District Responsibility	District Responsibility	Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 6.2	59-18-500	<p>The school includes students along with parents and appropriate school personnel in the APS conference ensuring that the APS is tailored to the specific needs of the student.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Who attends the APS conference? • Is the APS developed with input from parents, students and teachers? • Is the APS written specifically for the student in question? • Is the APS program focused on improving student performance versus keeping a paper trail? 	<input type="checkbox"/> APS conference schedule <input type="checkbox"/> APS <input type="checkbox"/> _____	<ul style="list-style-type: none"> • Principal • Teachers • Parents/guardians • Students 	<input type="checkbox"/> Not Applicable
L&G 6.3	59-18-500	<p>Academic plans are monitored each grading period, and there is a method for notifying parents of ongoing progress. Appropriate action is taken when students are not meeting expected progress.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How are the academic plans monitored? • Who is responsible for informing parents of any issues related to the academic plans? • How are parents notified? • What actions are taken when students are not meeting the goals of the academic plans? 	<input type="checkbox"/> Policies or procedures <input type="checkbox"/> APS <input type="checkbox"/> Student records <input type="checkbox"/> Notification letters <input type="checkbox"/> _____	<ul style="list-style-type: none"> • Principal • Teachers • Parents/guardians • Students 	<input type="checkbox"/> Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 6.4	59-18-500	<p>Students not meeting grade level standards at the end of their first APS year are notified—at that time—that they will be on academic probation in their second APS year (the school should attempt to accomplish this in an end-of-year conference with the parents and students) and action is taken to assist the students in meeting their APS goals.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What is the school’s method of monitoring individual student progress? • How does the school track the progress of students on APS? • What steps are taken during the school year to assist students that are not making progress on their APS? • Does the school take reasonable measures to conference with parents and students at the end of the academic year when a probation year is anticipated? • What procedures are used to notify students that they are on academic probation? • Is the student required to attend summer school or receive comprehensive remediation the following year? • What is done during the probation year to assist students in meeting the goals of their APS? • Does the district have a review process in cases where the parents/guardians have a compelling reason why their child should not be required to attend summer school or be retained? 	<input type="checkbox"/> APS <input type="checkbox"/> District policy <input type="checkbox"/> Student written notification <input type="checkbox"/> Parent written notification <input type="checkbox"/> Academic probation list <input type="checkbox"/> Remediation program description <input type="checkbox"/> Summer school documentation <input type="checkbox"/> _____	<ul style="list-style-type: none"> • Principal • Teachers • Parents/guardians • Students 	<input type="checkbox"/> Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 6.5	59-18-500	<p>All second year APS students not meeting standards after the first year are required to attend summer school or a comprehensive remediation program that meets EAA APS standards.</p> <p>Key questions:</p> <ul style="list-style-type: none"> Does the school have a comprehensive remediation program for all students in the second year of their APS? Does the remediation program focus on each student’s individual needs? Do all APS students, not meeting standards after the first year, attend summer school? Do the summer school courses that are taken by second year APS students focus on improving each student’s performance, as identified in the APS? Is there a system for progress monitoring in place? If yes, describe the system. 	<input type="checkbox"/> APS <input type="checkbox"/> Second year APS <input type="checkbox"/> Summer school roster <input type="checkbox"/> Retention policy and records <input type="checkbox"/> Remediation program description <input type="checkbox"/> Remediation program roster <input type="checkbox"/> _____	<ul style="list-style-type: none"> Principal Teachers Parents/guardians 	<input type="checkbox"/> Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 6.6	59-18-500	<p>Students not meeting grade level standards at the end of their APS probation year (or second APS summer school if applicable) are notified—at that time—that they will be retained (the school should attempt to accomplish this in an end-of-year conference with the parents and students), and action is taken to assist the students in meeting their APS goals.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What evidence-based interventions are available to assist students? • Once students are on probation, how does the school track their progress? • Does the school take reasonable measures to conference with parents and students at the end of the academic year when a retention year is anticipated? • How are students and parents notified that a student will be retained? • Is the student required to attend summer school or comprehensive remediation the following year? • Are parents notified of their right to appeal end-of-year decisions? • Is the appeals process part of the district policy? • Does the district have a review process in cases where the parents/guardians have compelling reasons why their children should not be required to attend summer school or be retained? 	<input type="checkbox"/> APS <input type="checkbox"/> District policy <input type="checkbox"/> Student written notification <input type="checkbox"/> Parent written notification <input type="checkbox"/> Retention list <input type="checkbox"/> Retention policy and records <input type="checkbox"/> Remediation program description <input type="checkbox"/> _____	<ul style="list-style-type: none"> • Principal • Teachers • Parents/guardians • Students 	<input type="checkbox"/> Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 6.7	59-18-500	<p>The school/district maintains individualized, accurate and complete records of APSs in students’ permanent records, uses this information to guide development and implementation of continuing APSs, and forwards this information when a student transfers to another school.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Are APS individualized to the needs of each student versus “check the block” documents? • Are the APS documents routinely updated to reflect current student performance and objectives? • Can students easily review their APS progress? • Can parents easily review their students APS progress? • Do teachers have access to student APS? • What process is used to ensure that the APS is included in a student’s permanent record when that student transfers from the school? • Are procedures in place to check for APS for students who transfer to the school? • Does the district policy include guidelines set for developing APS for out-of-state transfers? 	<input type="checkbox"/> APS <input type="checkbox"/> District policy <input type="checkbox"/> APS filing system <input type="checkbox"/> Student records <input type="checkbox"/> _____	<ul style="list-style-type: none"> • Principal • Teachers 	<input type="checkbox"/> Not Applicable

FOCUS AREA: Leadership and Governance		
Number L&G 7	Reference 59-18-1500 59-20-60 59-139-10	STANDARD: The school renewal plan is developed every five years, is coordinated with the district strategic plan, and is reviewed and revised annually with input from principals, parents/guardians, teachers, the School Improvement Council (SIC), and community members. All areas of school improvement are incorporated into one comprehensive plan.

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 7.1	59-18-1500	Principals, parents/guardians, teachers, the SIC, and community members are involved in the annual review and revision of the school renewal plan. Key questions: <ul style="list-style-type: none"> • How are parents/guardians, principals, teachers, the SIC, and community members involved in the review and revision of the school renewal plan? • What is the process for reviewing the plans? • What is the process for determining revisions and incorporating them into the plans? • What data are reviewed? 	<input type="checkbox"/> District strategic plan <input type="checkbox"/> School renewal plan <input type="checkbox"/> _____	<ul style="list-style-type: none"> • Board members • Principal • SIC members • Teachers 	<input type="checkbox"/> Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 7.2	59-139-10	<p>Assessments of the effectiveness of strategies in the school renewal plan provide data regarding the impact of strategies and indicate whether they should be continued, modified, or terminated.</p> <p>(Data-driven decisions)</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How are strategies in the school renewal plan assessed? • What data are used to decide if strategies should be continued, modified, or terminated? • Are there examples of strategies that have been modified or terminated based on assessments? 	<input type="checkbox"/> School renewal plan <input type="checkbox"/> Assessments <input type="checkbox"/> _____	<ul style="list-style-type: none"> • Principal • Teachers • SIC members 	<input type="checkbox"/> Not Applicable
L&G 7.3	59-18-1500 59-139-10	<p>The district delineates the strategies and the support that it will provide to a school to assist in the implementation of the school renewal plan.</p> <p>► (District-driven Indicator)</p> <p>Key questions for district:</p> <ul style="list-style-type: none"> • How does the district determine what services or assistance it will provide to the school to help implement the school renewal plan? • What services has the district already provided to help implement the school renewal plan? • What actions are planned for the remainder of the school year? 	District Responsibility	District Responsibility	Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 7.4	59-20-60	<p>The school renewal plan integrates the needs, goals, objectives, strategies, and evaluation methods found in the district strategic plan.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What is the procedure that ensures that the district strategic plan and the school renewal plan are mutually supportive of one another? • How do school administrators provide leadership that is consistent with the district strategic plan and the school renewal plan? • What educational research was used to develop the school renewal plan? 	<input type="checkbox"/> District strategic plan <input type="checkbox"/> School renewal plan <input type="checkbox"/> _____	<ul style="list-style-type: none"> • Principal • Teachers • SIC members 	<input type="checkbox"/> Not Applicable

FOCUS AREA: Leadership and Governance		
Number L&G 8	Reference 59-18-1500 59-5-65	STANDARD: The school fosters the success of all students by providing a positive, safe environment that is student-centered and has high expectations for all students.

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 8.1	59-18-1500	<p>The school has established programs that promote positive intellectual, social, and emotional growth for all students.</p> <p>Key questions:</p> <ul style="list-style-type: none"> What extracurricular opportunities are available for students’ intellectual, social, and emotional growth? Are these programs available to all students? 	<input type="checkbox"/> Student handbook <input type="checkbox"/> School newsletters <input type="checkbox"/> Survey results <input type="checkbox"/> Observation <input type="checkbox"/> _____	<ul style="list-style-type: none"> Principal Students Teachers SIC Member 	<input type="checkbox"/> Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 8.2	59-5-65	<p>The school has procedures in place that deal with student misconduct in a prompt and effective manner.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What policies are in place to address student discipline? • How are these policies disseminated to parents and students? • What evidence is there that indicates the school’s discipline plan is effective and is school-wide? • Are appropriate procedures followed for suspension and expulsion of students with disabilities? • What system does the school use to maintain records of disruptive behavior? • Does the school use the discipline data to determine what strategies are successful and where there is evidence that adjustments are necessary? 	<input type="checkbox"/> Newsletters <input type="checkbox"/> Student handbook <input type="checkbox"/> Statistics on student discipline (suspension/expulsion rates etc.) <input type="checkbox"/> Letters to parents <input type="checkbox"/> Observation <input type="checkbox"/> _____	<ul style="list-style-type: none"> • Principal • Teachers • Students • SIC Member • Parents 	<input type="checkbox"/> Not Applicable
L&G 8.3	59-5-65	<p>The physical condition of the facility is clean, safe, and well-equipped.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What is the physical condition of the school facility? • Does the school have adequate materials and supplies? • Does the school have a comprehensive crisis (emergency) plan in place? • What is the school’s emergency action plan? • How are teachers and students oriented to the plan? 	<input type="checkbox"/> Policies or procedures <input type="checkbox"/> Observation <input type="checkbox"/> Teacher Handbook <input type="checkbox"/> Student Handbook <input type="checkbox"/> _____	<ul style="list-style-type: none"> • Principal • Teachers • Students • Parents • SIC Member 	<input type="checkbox"/> Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 8.4	59-5-65	<p>The school has written safe schools checklists that are routinely used to assess safety strengths and weaknesses, and school staff members are prepared to react in an emergency situation.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How often does the school conduct emergency planning and drills? • What training does the staff receive to help them perform in emergency situations? • How do school leaders assess school buildings and grounds for safety issues? • What is the school’s visitor policy? • Does the staff have specific assignments in emergency situations? • Does the school have clear communications procedures in emergency situations? • Are there students who require individualized emergency plans? Are these plans in place with back-up support? 	<input type="checkbox"/> District safety procedures <input type="checkbox"/> Safe schools checklist <input type="checkbox"/> Record of drills <input type="checkbox"/> _____	<ul style="list-style-type: none"> • Principal • Teachers • Safe School Coordinator • Students 	<input type="checkbox"/> Not Applicable

FOCUS AREA: Leadership and Governance		
Number L&G 9	Reference 59-18-320 59-30-10 PL107-110 59-18-310	STANDARD: Standardized testing is administered in accordance with the requirements of the Education Accountability Act of 1998 and No Child Left Behind (NCLB), and the school has programs and services in place to assist students who fail the standardized tests.

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 9.1	59-18-320	<p>* The PACT is administered to <i>all</i> students in grades three through eight. Students with disabilities participate in the PACT with accommodations, modifications, or South Carolina Alternate Assessment (SC-Alt) as outlined in their IEP.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What system/procedures does the school have in place to ensure that all students are tested? • Can the school show evidence that all students are tested? • For students with disabilities, are assessment methods made on an individual basis? How is this monitored? <p>* This indicator should be reviewed only for grades three through eight.</p>	<input type="checkbox"/> PACT testing plan <input type="checkbox"/> Number tested <input type="checkbox"/> _____	<ul style="list-style-type: none"> • Principal • Testing Coordinator (district) 	<input type="checkbox"/> Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 9.2	59-18-320	<p>* The South Carolina High School Assessment Program (HSAP) test is administered to all eligible students who meet the HSAP Participation Guidelines, unless they meet the state qualifications for alternate assessment.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What system/procedures does the school have in place to ensure that all students are tested? • Can the school show evidence that all students were tested? • How are students who fail the HSAP given remediation? • For students with disabilities, are assessment methods made on an individual basis? How is this monitored? <p>* This indicator should be reviewed only for grades nine through twelve.</p>	<input type="checkbox"/> Exit Exam testing plan <input type="checkbox"/> Number tested <input type="checkbox"/> _____	<ul style="list-style-type: none"> • Principal • Testing Coordinator (district) 	<input type="checkbox"/> Not Applicable
L&G 9.3	59-30-10	<p>* The school has remediation programs to assist those students who score below basic on the PACT.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What programs are in place to serve students who score below basic on the PACT? • How do instructors ensure that remediation is aligned to PACT? • How is the success of the remedial programs measured? <p>* This indicator should be reviewed only for grades three through eight.</p>	<input type="checkbox"/> District strategic plan <input type="checkbox"/> School renewal plan <input type="checkbox"/> Policies or procedures <input type="checkbox"/> _____	<ul style="list-style-type: none"> • Testing Coordinator (district) • Teachers • Students 	<input type="checkbox"/> Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 9.4	59-30-10	<p>* The school has remedial programs to assist those students who do not pass the HSAP test, one of the requirements for receiving a South Carolina high school diploma.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What programs are in place to serve students who fail the HSAP? • How do instructors ensure that remediation is aligned to the HSAP? • How is the success of the remedial programs measured? <p>* This indicator should be reviewed only for grades nine through twelve.</p>	<input type="checkbox"/> District strategic plan <input type="checkbox"/> School renewal plan <input type="checkbox"/> Policies or procedures <input type="checkbox"/> _____	<ul style="list-style-type: none"> • Testing Coordinator (district) • Teachers • Students 	<input type="checkbox"/> Not Applicable
L&G 9.5	PL107-110	<p>The English Language Development Assessment (ELDA) is administered to all Limited English Proficient (LEP) students in grades K-12 in accordance with LEP guidelines. Students with disabilities participate in the ELDA with accommodations and modifications.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What systems/procedures does the school have in place to ensure that all LEP students are tested? • Can the school demonstrate evidence that all LEP students were tested? • For students with disabilities who are LEP, are assessment methods made on an individual basis? 	<input type="checkbox"/> ELDA Testing Plan <input type="checkbox"/> Number Tested	<ul style="list-style-type: none"> • Testing Coordinator (district) • Teachers • Students 	<input type="checkbox"/> Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 9.6	59-18-310	<p>The South Carolina Assessment End of Course Exam Program (EOCEP) is administered to all students enrolled in courses in which EOCEP is required.</p> <p>Key Questions:</p> <ul style="list-style-type: none">• What systems/procedures does the school have in place to ensure that students enrolled in courses that are part of the EOCEP are tested as required by state mandate?• Can the school demonstrate that SC EOCEP is calculated as 20% of the students’ final grade?• Can the school demonstrate that content standards are distributed to students on the first day of class in which SC EOCEP is required?	<ul style="list-style-type: none"><input type="checkbox"/> Class Rosters for specified courses<input type="checkbox"/> Teacher and Student Handbooks<input type="checkbox"/> EOCEP Testing Plan<input type="checkbox"/> Copy of Content Standards for courses	<ul style="list-style-type: none">• Students• Teachers• Department Chairs• Principal	<input type="checkbox"/> Not Applicable

FOCUS AREA: Leadership and Governance		
Number L&G 10	Reference 59-18-350	*STANDARD: The school offers state-funded PSAT or PLAN testing. *This standard should be reviewed only for schools serving grades ten through twelve.

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 10.1	59-18-350	* High schools offer to all tenth-grade students the opportunity to take state-funded PSAT or PLAN tests in order to assess and identify curricular areas that need to be strengthened and reinforced. Key questions: <ul style="list-style-type: none"> What system/procedures does the school have in place to ensure that all students have the opportunity to be tested? Can the school show evidence that all students have the opportunity to be tested? How are students who performed below standard on the test given additional assistance? 	<input type="checkbox"/> PSAT/PLAN testing plan <input type="checkbox"/> PSAT/PLAN results <input type="checkbox"/> Student records <input type="checkbox"/> _____	<ul style="list-style-type: none"> Principal Testing Coordinator (district) Students 	<input type="checkbox"/> Not Applicable
L&G 10.2	59-18-350	* The school uses PSAT or PLAN testing to provide guidance and direction to parents and students as they plan for postsecondary experiences. Key questions: <ul style="list-style-type: none"> How does the school provide feedback for students and parents/guardians? How does the school use the PSAT/PLAN results to help students and their parents/guardians plan for the students' postsecondary experiences? 	<input type="checkbox"/> PSAT/PLAN results <input type="checkbox"/> Student records <input type="checkbox"/> Assessment results <input type="checkbox"/> Counseling schedules <input type="checkbox"/> _____	<ul style="list-style-type: none"> Principal Testing Coordinator (district) Parents/guardians Students 	<input type="checkbox"/> Not Applicable

FOCUS AREA: Leadership and Governance		
Number L&G 11	Reference 59-20-60	STANDARD: The school has a viable and active School Improvement Council (SIC) that is focused on school and student performance.

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 11.1	59-20-60	<p>The SIC membership includes the principal, other ex-officio members, two elected parents, two elected teachers, and two non-parent community members (high school SICs also must have two elected students). The SIC meets at least monthly during the school year, to develop and/or revise the school renewal plan and/or the writing of the annual updates to the plan.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Who are the members of the SIC? • How were SIC members selected? • How often does the SIC meet? • Do the members represent the diverse population of the school? • What procedure was used to develop or revise the school renewal plan? • Can SIC members articulate how the school renewal plan or the revision and/or the annual updates were created? 	<input type="checkbox"/> Election results <input type="checkbox"/> SIC calendar <input type="checkbox"/> Meeting agendas <input type="checkbox"/> Meeting minutes <input type="checkbox"/> Bylaws <input type="checkbox"/> School newsletter or similar communication <input type="checkbox"/> _____	<ul style="list-style-type: none"> • Principal • SIC members 	<input type="checkbox"/> Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 11.2	59-20-60	<p>The SIC meetings always include a review of the progress in meeting the goals and objectives found in the school renewal plan, and subcommittees (work groups) are formed to address specific student focused goals.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Does the SIC use the school renewal plan as a focus for their meetings? • Does the SIC monitor how goals and objectives found in the school renewal plan are being addressed? • When issues or concerns arise that need special attention, does the SIC create smaller groups to focus on those issues? 	<input type="checkbox"/> Meeting agendas <input type="checkbox"/> Meeting minutes <input type="checkbox"/> Observation <input type="checkbox"/> _____	<ul style="list-style-type: none"> • Principal • SIC members 	<input type="checkbox"/> Not Applicable
L&G 11.3	59-20-60	<p>The SIC decisions are data-driven. SIC members review and analyze data to provide guidance and advise the school leadership.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How often does the SIC review school performance data? • Is data analysis part of this procedure? What data is reviewed? • Is data disaggregated by sub-groups? • Can SIC members articulate guidance that they provided to the school leadership that was based on data? 	<input type="checkbox"/> Meeting agendas <input type="checkbox"/> Meeting minutes <input type="checkbox"/> Sub-committee assignments <input type="checkbox"/> _____	<ul style="list-style-type: none"> • Principal • SIC members 	<input type="checkbox"/> Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 11.4	59-20-60	<p>An annual school report to parents and constituents of the school is developed by the SIC and provides information on the school’s progress in meeting the school and district goals and objectives.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How is the annual report to the parents developed? • How is the report distributed? • Who receives the report in addition to parents? • Has the school considered incorporating information from other school, district-wide monitoring, or feedback reports? If so, which ones? 	<input type="checkbox"/> School annual report to parents <input type="checkbox"/> Meeting minutes <input type="checkbox"/> _____	<ul style="list-style-type: none"> • Principal • SIC members • District staff and/or School Board member 	<input type="checkbox"/> Not Applicable

FOCUS AREA: Leadership and Governance		
Number L&G 12	Reference 59-28-130 59-28-180	STANDARD: The school has programs and procedures established that heighten awareness of the importance of parent/family involvement in the education of their children.

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 12.1	59-28-130	<p>The school renewal plan includes parental involvement, goals and objectives, and an evaluation component for this program.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What are the parental involvement components in the district strategic plan and school renewal plan? • What actions have the district or school taken to encourage parental involvement? • What are the goals regarding parental involvement? • Is attention given to the diverse populations served by the school? • How is parental involvement measured? • How are the results of the parental involvement evaluation used to modify programs and procedures? 	<input type="checkbox"/> School renewal plan <input type="checkbox"/> Annual updates <input type="checkbox"/> Parent program documentation <input type="checkbox"/> Parents surveys <input type="checkbox"/> _____	<ul style="list-style-type: none"> • Board members • Principal • SIC members • Parents/guardians 	<input type="checkbox"/> Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 12.2	59-28-180 National PTA Standards for Parent/ Family Involvement	<p>Communication between the school and the students’ homes is regular, two-way, and meaningful.</p> <p>Model schools communicate effectively with students’ homes by establishing an active, two-way communication system that makes parents feel that they are partners in the education process. These schools keep families informed of relevant programs and share students’ successes.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Does the school use a variety of communications tools (letters, newsletters, phone, e-mails, web-site) on a regular basis to facilitate two-way communication? • Does the school communicate with parents/guardians in the language of the home? • Does the school create opportunities for parents and educators to collaborate on how to improve student performance? • Do teachers in the school routinely communicate with parents regarding positive student behavior and achievements? (not just negative communication) 	<input type="checkbox"/> School renewal plan <input type="checkbox"/> Policies and procedures <input type="checkbox"/> Student/Parent Handbook <input type="checkbox"/> Newsletters <input type="checkbox"/> Web-site <input type="checkbox"/> Marquee <input type="checkbox"/> APS <input type="checkbox"/> _____	<ul style="list-style-type: none"> • Principal • Teachers • Parents/guardians 	<input type="checkbox"/> Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 12.3	59-28-180 National PTA Standards for Parent/ Family Involvement	<p>The school promotes parenting skills, which help parents to participate in their students’ learning and in volunteerism. Parents are respected as full partners in the decisions that affect children and families.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • Does the school serve as a link between families and community resources that provide information and needed support services? • Does the school treat family members with dignity and respect? • Does the school provide information and sponsor activities that strengthen parents’ ability to foster learning at home, give appropriate assistance, monitor home work and give feedback to teachers? • Do teachers create activities and assignments that include parents’ participation with the student at home? • Does the school encourage parent volunteerism through an easy accessible program and provide ample training on volunteer procedures and school protocol? • Does the school have a system that ensures that all parents are contacted for assistance during the school year? • Does the school have a clear, accessible, and well-publicized process for parents to raise issues or concerns, appeal school decisions, and resolve problems? 	<input type="checkbox"/> School renewal plan <input type="checkbox"/> Calendar of Events <input type="checkbox"/> Workshops <input type="checkbox"/> Parent/student handbook <input type="checkbox"/> Newsletter <input type="checkbox"/> Website <input type="checkbox"/> Unit/Lesson plans <input type="checkbox"/> Meeting minutes <input type="checkbox"/> Copies of interactive homework <input type="checkbox"/> Policy manuals <input type="checkbox"/> Volunteer documentation	<ul style="list-style-type: none"> • Principal • Teachers • Parents/guardians • Students 	<input type="checkbox"/> Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 12.4	59-28-180 National PTA Standards for Parent/ Family Involvement	<p>The school builds relationships with community organizations and businesses which result in community resources being used to strengthen schools, families, and students.</p> <p>Model schools build community and business partnerships that are mutually beneficial and structured to connect individuals, not just institutions. These connections enable the power of the school and community to be unleashed.</p> <p>There is an existing or developing early childhood advisory committee within the school district consisting of parent/family literacy, childcare staff, and Head Start staff.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Does the school disseminate information to families concerning cultural, recreational, academic, health, social, and other community resources? • How does the school foster student participation in community service? • How does the school foster community member participation in service to the school? • What formal partnerships exist between the school and local businesses or organizations? 	<input type="checkbox"/> School renewal plan <input type="checkbox"/> Policies and procedures <input type="checkbox"/> Volunteer documentation <input type="checkbox"/> Student/Parent Handbook <input type="checkbox"/> Newsletters <input type="checkbox"/> _____	<ul style="list-style-type: none"> • Principal • Teachers • SIC members • Parents/guardians 	<input type="checkbox"/> Not Applicable

FOCUS AREA: Leadership and Governance		
Number L&G 13	Reference 59-18-110 59-18-700 59-20-60 59-29-180 Achieving Model School Library Media Centers	STANDARD: The library media center program contributes to improving school and student performance.

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 13.1	59-20-60 59-29-180 Achieving Model School Library Media Centers	Collaborative planning exists between the library media specialist and the classroom teachers. The library media specialist actively works in partnership with the classroom teachers to link information literacy, technology, and academic content to improve student learning. Key questions: <ul style="list-style-type: none"> Does the principal structure the daily school schedule to provide adequate time for teacher(s)-library media specialist collaboration as part of the school workday? How are teachers and the library media specialists working collaboratively to plan and deliver instruction that integrates information literacy and technology with academic content? What established procedures are in place for the library media specialist to collect and correlate data? 	<input type="checkbox"/> Teachers’ and library media specialist’s collaborative lesson plans <input type="checkbox"/> Library Media Center calendar <input type="checkbox"/> Examples of student work <input type="checkbox"/> Timeline for implementation <input type="checkbox"/> _____	<ul style="list-style-type: none"> Principal Teachers Library media specialist 	<input type="checkbox"/> Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 13. 2	59-20-60 59-18-110 59-18-700 Achieving Model School Library Media Centers	<p>The library media center’s resource collection is a balanced, carefully selected, and systematically organized collection of print and electronic resources sufficient in quantity and quality to meet the information and recreational reading needs of the school community. The library media center’s resource collection is continuously monitored for currency and relevancy.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Does the media center have an overall print collection that is current and up-to-date, excluding print copies or audiotapes of textbooks? • Does the overall collection include multiple book titles that are current and up-to-date in the following sections? <ul style="list-style-type: none"> ○ Nonfiction ○ General Sciences ○ Applied Sciences and Technology ○ Geography • What plans are in place for the teachers and students to offer suggestions for additions to the resource collection? • What plans are in place for collection analysis including weeding the collection to remove outdated and worn materials? • Is the collection reflective of the diversity of instructional needs as well as the diversity of the student population? • Is the collection grade and age appropriate for the student population? • Does the collection include professional resources to support professional development needs of the school’s certified personnel? 	<input type="checkbox"/> LMS annual survey <input type="checkbox"/> Statistical reports from the library automation system (e.g., Follett, Spectrum, Mandarin) <input type="checkbox"/> Library Media Center’s Collection Analysis <input type="checkbox"/> School Library Media Center’s Collection Development Policy <input type="checkbox"/> School’s Curriculum Map <input type="checkbox"/> Library Media Center’s Collection Map <input type="checkbox"/> Teacher-library Media Specialist Collaborative planning forms <input type="checkbox"/> Observation <input type="checkbox"/> Timeline for implementation <input type="checkbox"/> _____	<ul style="list-style-type: none"> • Principal • Library media specialist • Teachers • Students • School curriculum coordinator 	<input type="checkbox"/> Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 13.3	59-18-110 59-20-60 Achieving Model School Library Media Centers	<p>The library media program contributes to improved student achievement by supporting the school’s reading program through encouraging reading for information and recreation by all students by offering a variety of reading materials and reading activities.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What state and national reading programs (e.g. Read Across America Day, Teen Read Week, SC Book Award programs) have been identified for student participation? • What local reading-related activities and events are promoted by the library media center? • What collaborative efforts or programs exist between the classroom teachers and the library media specialist to support and encourage reading? • How is the library media center involved in the school-wide reading program? 	<input type="checkbox"/> School master calendar <input type="checkbox"/> Library media center calendar <input type="checkbox"/> Newsletters: school, teachers, library media center <input type="checkbox"/> Morning news show or general announcements relating to reading promotion or encouragement <input type="checkbox"/> Documentation of book requests from students and teachers <input type="checkbox"/> Teacher-library Media Specialist Collaborative Planning forms <input type="checkbox"/> Observation <input type="checkbox"/> Timeline for implementation <input type="checkbox"/> _____	<ul style="list-style-type: none"> • Principal • Library media specialist • Teachers • Literacy coach • Reading teacher • School curriculum coordinator • Students 	<input type="checkbox"/> Not Applicable

FOCUS AREA: Leadership and Governance		
Number L&G 14	Reference 59-59-20 59-59-50 59-59-80 59-59-90 59-59-100 59-59-105 59-59-120 59-59-140 59-59-200 59-52-160 59-17-135	STANDARD: The school(s) and district offer a curriculum, aligned with state content standards, organized around a career cluster system that provides students with both strong academics and real-world problem solving skills. Students must be provided individualized educational, academic, and career-oriented choices and greater exposure to career information and opportunities. This system must promote the involvement and cooperative effort of parents, teachers, and school counselors in assisting students in making these choices, in setting career goals, and in developing individual graduation plans to achieve these goals. *Indicators under this standard should be reviewed for schools as indicated. HS = High Schools, CC = Career Centers, MS = Middle Schools, MS/CATE = Middle Schools that have Career and Technology Education (CATE) programs, ES = Elementary Schools

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 14.1	59-59-80 EEDA	* Review for ES – Grades 1–5 The district and elementary school(s) have integrated the SDE's school guidance and counseling program model, along with career awareness exploration activities, into the curricula for students in grades one through five. [Reference: Section 59-59-80-EEDA and appropriate content in the EEDA Guidelines] Key questions: <ul style="list-style-type: none"> Has the SDE's school guidance and counseling program model been integrated into the curricula for students in grades one through five? Have career exploration activities been integrated into the school guidance and counseling program model? 	<input type="checkbox"/> Curriculum documentation <input type="checkbox"/> Lesson plans <input type="checkbox"/> School Guidance and Counseling Program documentation <input type="checkbox"/> _____	<ul style="list-style-type: none"> District Director of Guidance School Counselors District Curriculum Coordinator Principal Teachers Students 	<input type="checkbox"/> Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 14.2	59-59-50 59-59-90 EEDA	<p>* Review for MS – Grades 6, 7, and 8</p> <ul style="list-style-type: none"> Students in the sixth, seventh, and eighth grades are provided counseling and career awareness programs on clusters of study. <p>The clusters of study are as follows:</p> <ol style="list-style-type: none"> agriculture, food, and natural resources; architecture and construction; arts, audio-video technology, and communications; business, management, and administration; education and training; finance; health science; hospitality and tourism; human services; information technology; law, public safety, and security; manufacturing; government and public administration; marketing, sales, and service; science, technology, engineering, and mathematics; and transportation, distribution, and logistics. <ul style="list-style-type: none"> Students receive career interest inventories and information to assist them in the career decision-making process. <p>[Reference: Sections 59-59-50 and 59-59-90-EEDA and appropriate content in the EEDA Guidelines]</p> <p>Key questions:</p> <ul style="list-style-type: none"> Are students in the sixth, seventh, and eighth grades provided counseling and career awareness programs on clusters of study? Do students receive career interest inventories and information to assist them in the career decision-making process? 	<input type="checkbox"/> Counseling Program Documentation <input type="checkbox"/> Curriculum documentation <input type="checkbox"/> Counseling Session Schedules <input type="checkbox"/> Students' Individual Graduation Plans (IGP)	<ul style="list-style-type: none"> District Director of Guidance School Counselors District Curriculum Coordinator Principal Teachers Students 	<input type="checkbox"/> Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 14.3	59-59-50 59-59-90 59-59-140 EEDA	<p>* Review for MS – Grade 8</p> <ul style="list-style-type: none"> Before the end of the second semester of the eighth grade, eighth grade students, in consultation with their parents, guardians, or individuals appointed by the parents or guardians, shall select a preferred cluster of study and develop an individual graduation plan (IGP). An individual graduation plan is a student-specific educational plan detailing the courses necessary for the student to prepare for graduation and to successfully transition into the workforce or postsecondary education. An individual graduation plan must <ul style="list-style-type: none"> (1) align career goals and a student's course of study; (2) be based on the student's selected cluster of study and an academic focus within that cluster; (3) include core academic subjects, which must include, but are not limited to, English, math, science, and social studies to ensure that requirements for graduation will be met; (4) include experience-based, career-oriented learning experiences including, but not limited to, internships, apprenticeships, mentoring, co-op education, and service learning; (5) be flexible to allow change in the course of study but be sufficiently structured to meet graduation requirements and admission to postsecondary education; (6) incorporate provisions of a student's individual education plan, when appropriate; and (7) be approved by a certified school guidance counselor and the student's parents, guardians, or individuals appointed by the parents or guardians to serve as their designee. 	<input type="checkbox"/> Counseling Program Documentation <input type="checkbox"/> Curriculum Documentation <input type="checkbox"/> Counseling Session Schedules <input type="checkbox"/> Students' Individual Graduation Plans (IGP) <input type="checkbox"/> _____	<ul style="list-style-type: none"> District Director of Guidance School Counselors District Curriculum Coordinator Principal Teachers Students 	<input type="checkbox"/> Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
		<ul style="list-style-type: none"> • The IGP has been developed, utilizing the following clusters of study: <ol style="list-style-type: none"> 1. agriculture, food, and natural resources; 2. architecture and construction; 3. arts, audio-video technology, and communications; 4. business, management, and administration; 5. education and training; 6. finance; 7. health science; 8. hospitality and tourism; 9. human services; 10. information technology; 11. law, public safety, and security; 12. manufacturing; 13. government and public administration; 14. marketing, sales, and service; 15. science, technology, engineering, and mathematics; and 16. transportation, distribution, and logistics. • The student, parent(s), guardians, or individuals appointed by the parents or guardians to serve as their designee and the school guidance staff approve the plan. <p>[Reference: Sections 59-59-50, 59-59-90, and 59-59-140-EEDA and appropriate content in the EEDA Guidelines]</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Are eighth grade students provided the opportunity for a consultation with their parents, guardians, or individuals appointed by the parents or guardians to select a preferred cluster of study and develop an individual graduation plan (IGP) before the end of the second semester of the eighth grade? • Does the IGP detail the courses necessary for the student to 			

Number	Reference	Indicator	Source of Information	Interviews	Notes
		<p>prepare for graduation or to successfully transition into the workforce or to postsecondary education?</p> <ul style="list-style-type: none"> • Does the IGP align career goals and a student's course of study? • Is the IGP based on the student's selected cluster of study and an academic focus within that cluster? • Does the IGP include core academic subjects, which must include, but are not limited to, English, math, science, and social studies to ensure that requirements for graduation will be met? • Does the IGP include experience-based, career-oriented learning experiences including, but not limited to, internships, apprenticeships, mentoring, co-op education, and service learning? • Is the IGP flexible to allow for change in the course of study but be sufficiently structured to meet graduation requirements and admission to postsecondary education? • Does the IGP incorporate provisions of a student's individual education plan, when appropriate? • Is the IGP approved by a certified school guidance counselor and the student's parents, guardians, or individuals appointed by the parents or guardians to serve as their designee? • Has the IGP been developed utilizing the following clusters of study: <ol style="list-style-type: none"> 1. agriculture, food, and natural resources; 2. architecture and construction; 3. arts, audio-video technology, and communications; 4. business, management, and administration; 5. education and training; 6. finance; 7. health science; 8. hospitality and tourism; 9. human services; 10. information technology; 11. law, public safety, and security; 			

Number	Reference	Indicator	Source of Information	Interviews	Notes
		12. manufacturing; 13. government and public administration; 14. marketing, sales, and service; 15. science, technology, engineering, and mathematics; and 16. transportation, distribution, and logistics?			
L&G 14.4	59-59-100 59-59-105 59-59-120 EEDA	<p>* Review for MS</p> <ul style="list-style-type: none"> • Every middle school student is provided with the services of a career specialist or a certified guidance counselor. The middle school career specialist has (1) obtained a bachelor's degree, (2) successfully completed the national Career Development Facilitator (CDF) certification training and (3) works under the supervision of a certified guidance counselor. The certified guidance counselor has completed the Career Development Facilitator certification training. Activities of school guidance counselors and career specialists are limited to guidance and counseling, and they do not perform administrative tasks. • To ensure the implementation and appropriate delivery of services, the career specialist shall <ul style="list-style-type: none"> (1) coordinate and present professional development workshops in career development and guidance for teachers, school counselors, and work-based constituents; (2) assist schools in promoting the goals of quality career development of students in kindergarten through twelfth grade; (3) assist school counselors and students in identifying and accessing career information and resource material; (4) provide educators, parents, and students with 	<input type="checkbox"/> Counseling Program Documentation <input type="checkbox"/> Curriculum documentation <input type="checkbox"/> Counseling Session Schedules <input type="checkbox"/> Students' Individual Graduation Plans (IGP) <input type="checkbox"/> _____	<ul style="list-style-type: none"> • District Director of Guidance • School Counselors • School Career Specialist • District Curriculum Coordinator • Principal • Teachers • Students 	<input type="checkbox"/> Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
		<p>information on career and technology education programs offered in the district;</p> <p>(5) support students in the exploration of career clusters and the selection of an area of academic focus within a cluster of study;</p> <p>(6) learn and become familiar with ways to improve and promote career development opportunities within the district;</p> <p>(7) attend continuing education programs on the certified career development facilitator curriculum sponsored by the State;</p> <p>(8) assist with the selection, administration, and evaluation of career interest inventories;</p> <p>(9) assist with the implementation of the district's student career plan or individual graduation plan;</p> <p>(10) assist schools in planning and developing parent information on career development;</p> <p>(11) coordinate with school counselors and administration career events, career classes, and career programming;</p> <p>(12) coordinate community resources and citizens representing diverse occupations in career development activities for parents and students; and</p> <p>(13) assist with the usage of computer assisted career guidance systems.</p> <p>[Reference: Sections 59-59-100, 59-59-105, and 59-59-120-EEDA and appropriate content in the EEDA Guidelines]</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Is every middle school student provided with the services of a CDF-certified career specialist or a CDF-certified guidance counselor? • Has the middle school career specialist obtained a bachelor's 			

Number	Reference	Indicator	Source of Information	Interviews	Notes
		<p>degree, successfully completed the national Career Development Facilitator (CDF) certification training?</p> <ul style="list-style-type: none"> • Does the middle school career specialist work under the supervision of a certified guidance counselor? • Does the career specialist coordinate and present professional development workshops in career development and guidance for teachers, school counselors, and work-based constituents? • Does the career specialist assist schools in promoting the goals of quality career development of students in kindergarten through twelfth grade? • Does the career specialist assist school counselors and students in identifying and accessing career information and resource material? • Does the career specialist provide educators, parents, and students with information on career and technology education programs offered in the district? • Does the career specialist support students in the exploration of career clusters and the selection of an area of academic focus within a cluster of study? • Does the career specialist learn and become familiar with ways to improve and promote career development opportunities within the district? • Does the career specialist attend continuing education programs on the certified career development facilitator curriculum sponsored by the State? • Does the career specialist assist with the selection, administration, and evaluation of career interest inventories? • Does the career specialist assist with the implementation of the district's student career plan or individual graduation plan? • Does the career specialist assist schools in planning and developing parent information on career development? • Does the career specialist coordinate with school counselors and administration career events, career classes, and career 			

Number	Reference	Indicator	Source of Information	Interviews	Notes
		<p>programming?</p> <ul style="list-style-type: none"> Does the career specialist coordinate community resources and citizens representing diverse occupations in career development activities for parents and students? Does the career specialist assist with the usage of computer assisted career guidance systems? Do career specialists perform administrative tasks? 			
L&G 14.5	59-59-100 EEDA	<p>* Review for MS</p> <p>Each middle school shall have a student-to-guidance personnel ratio of three hundred to one. Guidance personnel include certified school guidance counselors and career specialists.</p> <p>[Reference: Section 59-59-100-EEDA and appropriate content in the EEDA Guidelines]</p> <p>Key Question:</p> <ul style="list-style-type: none"> Does the middle school have a student-to-guidance personnel ration of three hundred to one? 	<ul style="list-style-type: none"> <input type="checkbox"/> Counseling Program Documentation <input type="checkbox"/> Curriculum Documentation <input type="checkbox"/> Counseling Session Schedules <input type="checkbox"/> Students' Individual Graduation Plans (IGP) <input type="checkbox"/> _____ 	<ul style="list-style-type: none"> District Director of Guidance School Counselors School Career Specialist District Curriculum Coordinator Principal Teachers Students 	<input type="checkbox"/> Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 14.6	59-52-160 EEDA	<p>* Review for MS</p> <p>Annual parent counseling conferences are scheduled to assist parents, guardians, or individuals appointed by the parents or guardians, and their children in making career choices and creating individual graduation plans. These conferences must include, but are not limited to, assisting the student in identifying career interests and goals, selecting a cluster of study and an academic focus, and developing an IGP.</p> <p>A mediation process must be developed, explained, and made available for conferences upon the request of the parent or student in order to protect the interests of every student.</p> <p>[Reference: Section 59-59-160-EEDA and appropriate content in the EEDA Guidelines]</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • Are annual parent counseling conferences scheduled to assist parents, guardians, or individuals appointed by the parents or guardians, and their children in making career choices and creating individual graduation plans? • Do the conferences assist the student in identifying career interests and goals, selecting a cluster of study and an academic focus, and in developing an IGP? • Has a mediation process been developed for conferences upon the request of the parent or student in order to protect the interests of each student? 	<input type="checkbox"/> Counseling Program Documentation <input type="checkbox"/> Curriculum Documentation <input type="checkbox"/> Counseling Session Schedules <input type="checkbox"/> Students' Individual Graduation Plans (IGP) <input type="checkbox"/> _____	<ul style="list-style-type: none"> • District Director of Guidance • School Counselors • School Career Specialist • District Curriculum Coordinator • Principal • Teachers • Students 	<input type="checkbox"/> Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 14.7	59-59-200 EEDA	<p>* Review for HS</p> <p>All teachers, especially English/language arts, math, and science teachers, have been trained in contextual teaching methodology.</p> <p>[Reference: Section 59-59-200-EEDA and appropriate content in the EEDA Guidelines]</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Have all teachers, especially English/language arts, math, and science teachers, been trained in contextual teaching methodology? • Do instructors use contextual methodology in teaching the courses? 	<input type="checkbox"/> Documentation of training <input type="checkbox"/> _____	<ul style="list-style-type: none"> • District Curriculum Coordinator • Principal • Teachers 	<input type="checkbox"/> Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 14.8	59-17-135(B) EEDA	<p>* Review for ES, MS, HS, and CC</p> <p>A character education program has been implemented which incorporates character traits including, but not limited to the following: respect for authority and respect for others, honesty, self-control, cleanliness, courtesy, good manners, cooperation, citizenship, patriotism, courage, fairness, kindness, self-respect, compassion, diligence, good work ethics, sound educational habits, generosity, punctuality, cheerfulness, patience, sportsmanship, loyalty, and virtue.</p> <p>[Reference: Section 59-17-135(B)-EEDA and appropriate content in the EEDA Guidelines]</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Has the school implemented a character education program? • Does the character education program incorporate character traits including, but not limited to the following: respect for authority and respect for others, honesty, self-control, cleanliness, courtesy, good manners, cooperation, citizenship, patriotism, courage, fairness, kindness, self-respect, compassion, diligence, good work ethics, sound educational habits, generosity, punctuality, cheerfulness, patience, sportsmanship, loyalty, and virtue? 	<input type="checkbox"/> Curriculum documentation <input type="checkbox"/> Lesson Plans <input type="checkbox"/> _____	<ul style="list-style-type: none"> • District Curriculum Coordinator • Principal • Teachers • Students 	<input type="checkbox"/> Not Applicable

FOCUS AREA: Leadership and Governance		
Number L&G 15	Reference 59-63-1300 59-63-1310 59-63-1320	STANDARD: The school provides appropriate services to students who, for behavioral or academic reasons, are not benefiting from the regular school program or may be interfering with the learning of other students. *Review this standard for grades 6-12 only

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 15.1	59-63-1300	<p>An alternative school program is available for students who, for behavioral or academic reasons, are not benefiting from the regular school program or may be interfering with the learning of other students.</p> <p>► (District-driven Indicator)</p> <p>Key question for district:</p> <ul style="list-style-type: none"> What programs are in place to serve students who, for behavioral or academic reasons, are not benefiting from the regular school program or may be interfering with the learning of other students? 	District Responsibility	District Responsibility	Not Applicable

If an alternative school program is established, it must comply with the following indicators.

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 15.2	59-63-1310	<p>Alternative school programs are operated at a site separate from other school buildings on campus or at a separate time from normal school hours, providing complete separation from other students (unless the school has a waiver from the SDE).</p> <p>► (District-driven Indicator)</p> <p>Key questions for district:</p> <ul style="list-style-type: none"> • Where is the alternative school located? • How does the district ensure complete separation of the alternative school students from the general population? • Are all needed services available on the alternative site? 	District Responsibility	District Responsibility	Not Applicable
L&G 15.3	59-63-1320	<p>The school has clear guidance and procedures for the referral of any student into an alternative school program, including</p> <ul style="list-style-type: none"> • due process procedures, • consideration of the requirements of the IDEA, and • written and distributed academic and disciplinary policies. <p>Key questions:</p> <ul style="list-style-type: none"> • What guidance on alternative school operation does the district provide? • How is the guidance disseminated? • What are the procedures for student and teacher assignment to the alternative school? • Is the alternative school program available to all student population? 	<input type="checkbox"/> Teachers' handbook <input type="checkbox"/> Students' handbook <input type="checkbox"/> Alternative school documentation <input type="checkbox"/> _____	<ul style="list-style-type: none"> • Principal • Alternative School Administrator (district) 	<input type="checkbox"/> Not Applicable

FOCUS AREA: Leadership and Governance		
Number L&G 16	Reference 59-26-10 59-24-40	STANDARD: The principal fosters the success of all students by acting as the school's instructional leader by leading the development, alignment, and implementation of the instructional and assessment strategies.

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 16.1	59-26-10 59-24-40	The principal communicates the plan of action for achieving the school's vision that focuses on student achievement. Key questions: <ul style="list-style-type: none"> What is the school's plan of action for achieving the school's vision? Is it student focused? How does the plan of action for achieving the school's vision guide the daily operation of the school? 	<input type="checkbox"/> School renewal plan <input type="checkbox"/> School ambiance <input type="checkbox"/> Newsletters <input type="checkbox"/> Web-site <input type="checkbox"/> Teacher handbook <input type="checkbox"/> Student/parent handbook <input type="checkbox"/> Meeting minutes <input type="checkbox"/> _____	<ul style="list-style-type: none"> Principal Teachers Students SIC members 	<input type="checkbox"/> Not Applicable
L&G 16.2	59-26-10	The principal routinely monitors teachers' instructional practices to improve student achievement. Key questions: <ul style="list-style-type: none"> How often does the principal conduct formal/informal classroom observations? How does the principal provide feedback to teachers on their instructional strategies? If applicable, do other school administrators conduct classroom observations and provide feedback to teachers and the principal? How does the principal communicate to the teachers to have high expectations for all students? 	<input type="checkbox"/> Observation schedule <input type="checkbox"/> Classroom observation forms <input type="checkbox"/> Feedback forms <input type="checkbox"/> Observation <input type="checkbox"/> _____	<ul style="list-style-type: none"> Principal Teachers 	<input type="checkbox"/> Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 16.3	59-26-10	<p>The principal ensures that the delivery of instruction is aligned with the curriculum, and ensures that teachers use appropriate instructional strategies and multiple forms of assessment.</p> <p>Key question:</p> <ul style="list-style-type: none"> What procedures are in place to ensure that instructional delivery is focused on the appropriate standard for that grade or content area? 	<input type="checkbox"/> Scope and sequence <input type="checkbox"/> Mapping documents <input type="checkbox"/> Pacing charts <input type="checkbox"/> Lesson/unit plans <input type="checkbox"/> Classroom observation forms <input type="checkbox"/> _____	<ul style="list-style-type: none"> Principal Teachers 	<input type="checkbox"/> Not Applicable
L&G 16.4	59-26-10	<p>The school has an Academic Leadership Team (ALT) consisting of key school personnel. The ALT meets on a regular basis to address instructional issues.</p> <p>Key questions:</p> <ul style="list-style-type: none"> Are ALT members representative of the entire school faculty? Are meeting times adjusted so that all ALT members have the opportunity to attend regularly? Is the ALT student focused? Does the ALT review and analyze data for decision-making? 	<input type="checkbox"/> ALT roster <input type="checkbox"/> ALT meeting schedule <input type="checkbox"/> Meeting agendas <input type="checkbox"/> Meeting minutes <input type="checkbox"/> Observation <input type="checkbox"/> _____	<ul style="list-style-type: none"> Principal Teachers 	<input type="checkbox"/> Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 16.5	59-26-10	<p>The principal consistently uses student performance data to make instructional decisions.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Does the principal determine what percentage of students are one or more grade levels below their current grade in core subject areas when making instructional decisions? • How does the principal ensure that instructional delivery is modified based on assessment results? • Can the principal articulate how instruction has been modified based on assessment results? 	<input type="checkbox"/> School renewal plan <input type="checkbox"/> Course offerings <input type="checkbox"/> Lesson/unit plans <input type="checkbox"/> Data analysis results <input type="checkbox"/> _____	<ul style="list-style-type: none"> • Principal • Teachers • SIC members • District staff and/or School Board member 	<input type="checkbox"/> Not Applicable



External Review Instrument

**Intervention and Assistance Program
Office of School Quality
Division of Curriculum Services and Assessment**



Curriculum and Instruction

Revised for School Year 2006–07

School: _____

FOCUS AREA: Curriculum and Instruction		
Number C&I 1	Reference 59-18-110	STANDARD: The curricula are aligned with the state academic standards, and implementation is annually reviewed and revised to address gaps in student academic performance.

Number	Reference	Indicator	Source of Information	Interviews	Notes
C&I 1.1	59-18-110	<p>The curricula are aligned with state academic standards and are understood and used by teachers.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How do teachers access their particular curricula? • How do teachers ensure that their curricula are aligned with state standards? • How do teachers ensure that what they teach is aligned with the state standards? 	<input type="checkbox"/> Curriculum documentation <input type="checkbox"/> Observation <input type="checkbox"/> Student work <input type="checkbox"/> Lesson plans <input type="checkbox"/> _____	<ul style="list-style-type: none"> • Principal • Teachers 	<input type="checkbox"/> Not Applicable
C&I 1.2	59-18-110	<p>The curricula are reviewed and revised to address identified gaps in student performance.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Who is involved in the review and revision of curricula? • What data are collected and reviewed? • Are changes made to curricula? If so, how are they made? 	<input type="checkbox"/> Curriculum documentation <input type="checkbox"/> Curriculum review procedure <input type="checkbox"/> _____	<ul style="list-style-type: none"> • Principal • Teachers 	<input type="checkbox"/> Not Applicable

FOCUS AREA: Curriculum and Instruction		
Number C&I 2	Reference 59-18-300	STANDARD: The school has an established a systematic and ongoing assessment of all students. This system is used to determine student learning, diagnose class and individual student needs, and address those needs.

Number	Reference	Indicator	Source of Information	Interviews	Notes
C&I 2.1	59-18-300	<p>The school leadership team organizes and facilitates activities that require teachers to include assessments as part of their overall instructional strategy.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How do school leaders use assessments as part of the overall instructional strategy? • Have teachers received professional development on how to use assessments to improve classroom instruction? • Do teachers adjust their instructional strategies based on student assessments? • Are lesson plans then based on assessment results? 	<input type="checkbox"/> Teacher handbook <input type="checkbox"/> Staff meeting minutes <input type="checkbox"/> Lesson plans <input type="checkbox"/> Professional development documentation <input type="checkbox"/> Observation <input type="checkbox"/> Teacher made test	<ul style="list-style-type: none"> • Principal • Teachers • School Curriculum Coordinator 	<input type="checkbox"/> Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
C&I 2.2	59-18-300	<p>All students are given periodic comprehensive assessments (school level, district, and/or state benchmark tests) in core content areas throughout the school year to determine if they are mastering grade level standards.</p> <p>Key questions:</p> <ul style="list-style-type: none">• What system is used to ensure that students are given periodic “benchmark” tests that measure whether they have mastered content taught?• How do teachers determine if students are “on track” to master all grade-level standards by the end of the school year?	<ul style="list-style-type: none"><input type="checkbox"/> Assessment schedule<input type="checkbox"/> Assessment tests<input type="checkbox"/> Lesson plans<input type="checkbox"/> Observation<input type="checkbox"/> _____	<ul style="list-style-type: none">• Principal• Teachers	<input type="checkbox"/> Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
C&I 2.3	59-18-300	<p>Results from the periodic comprehensive assessments are analyzed, and the results from the analyses are used to identify specific student educational needs.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How do teachers use the results from assessments to differentiate and/or modify classroom instruction? • How are assessment results used when developing academic plans for students (APS) or other individualized plans? 	<input type="checkbox"/> Assessment results <input type="checkbox"/> Assessment analysis <input type="checkbox"/> Lesson plans <input type="checkbox"/> APS <input type="checkbox"/> Observation <input type="checkbox"/> _____	<ul style="list-style-type: none"> • Principal • Teachers 	<input type="checkbox"/> Not Applicable
C&I 2.4	59-18-300	<p>Results from the periodic comprehensive assessments are analyzed and the results from the analyses are used to guide and adjust school curriculum decisions.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How are the results from assessments used to guide curriculum decisions? • How are the results of periodic comprehensive assessments used to confirm or identify needed changes to the school curriculum? • Have school leaders identified areas that have shown a consistent need for improvement based on data and have adjusted the curriculum appropriately? • What strengths were identified in the comprehensive assessments, and how were those strengths used to address identified weaknesses? 	<input type="checkbox"/> Assessment results <input type="checkbox"/> Assessment analysis <input type="checkbox"/> Curriculum meeting minutes <input type="checkbox"/> Curriculum guides <input type="checkbox"/> Lesson plans <input type="checkbox"/> Observation <input type="checkbox"/> _____	<ul style="list-style-type: none"> • Principal • Teachers 	<input type="checkbox"/> Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
C&I 2.5	59-18-300	<p>Results from the assessments are analyzed, and the results from the analyses are used to guide instruction in the school's academic assistance initiatives (homework center, tutoring program, etc.).</p> <p>Key questions:</p> <ul style="list-style-type: none">• Do the school's academic assistance initiatives consider assessment result trends when designing program content?• Do instructors in the academic assistance initiatives use individual student assessment results to tailor instruction for individual students?	<ul style="list-style-type: none"><input type="checkbox"/> Assessment results<input type="checkbox"/> Assessment analysis<input type="checkbox"/> Academic assistance initiative guidelines<input type="checkbox"/> APS<input type="checkbox"/> Lesson plans<input type="checkbox"/> Observation<input type="checkbox"/> _____	<ul style="list-style-type: none">• Principal• Teachers	<input type="checkbox"/> Not Applicable

FOCUS AREA: Curriculum and Instruction		
Number C&I 3	Reference 59-18-360 59-20-60 59-18-900	STANDARD: The curricula are assessed, monitored, and revised based upon the educational needs of students.

Number	Reference	Indicator	Source of Information	Interviews	Notes
C&I 3.1	59-18-360	<p>Systematic procedures are in place to evaluate the effectiveness of the curricula on the basis of student needs and state assessment scores with key stakeholders involved.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What procedures are in place to evaluate the effectiveness of curricula? • How does the curriculum development process ensure that the needs of all students are considered? • How does the curriculum development process ensure that all key stakeholders have a voice? 	<input type="checkbox"/> Policy or procedures <input type="checkbox"/> Analysis results <input type="checkbox"/> Documentation of curriculum changes based on analysis <input type="checkbox"/> _____	<ul style="list-style-type: none"> • Teachers • Parents/guardians • Students 	<input type="checkbox"/> Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
C&I 3.2	59-20-60	Resources and administrative support for curriculum development, procurement, evaluation, and revision are provided. Key questions: <ul style="list-style-type: none"> • How are resources allocated to assist in the curriculum development process? • What administrative support is provided to assist in the curriculum development process? • What resources or administrative support are not currently offered that may make the curriculum development process operate more efficiently? 	<input type="checkbox"/> Policy or procedures <input type="checkbox"/> Curriculum documentation <input type="checkbox"/> _____	<ul style="list-style-type: none"> • Teachers • SIC members 	<input type="checkbox"/> Not Applicable
C & I 3.3	59-18-360	Strategies, activities, materials, curriculum components, instruction, and assessments of each curriculum are revised to address gaps in student performance on state assessments. Key questions: <ul style="list-style-type: none"> • How are gaps in student performance identified? • How are modifications or revisions made to a particular curriculum? • How are modifications or revisions disseminated to teachers? 	<input type="checkbox"/> Analysis results <input type="checkbox"/> Documentation of curriculum changes based on analysis <input type="checkbox"/> _____	<ul style="list-style-type: none"> • Principal • Teachers • SIC members 	<input type="checkbox"/> Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
C & I 3.4	59-18-900	<p>Disaggregated data are reviewed, analyzed, and used to plan for improvement.</p> <p>Key questions:</p> <ul style="list-style-type: none">• What system or process is in place to ensure that student performance data are analyzed?• How are the results of the student performance analysis used?	<ul style="list-style-type: none"><input type="checkbox"/> Analysis results<input type="checkbox"/> Documentation of changes based on analysis<input type="checkbox"/> Student work<input type="checkbox"/> _____	<ul style="list-style-type: none">• Principal• Teachers	<input type="checkbox"/> Not Applicable

FOCUS AREA: Curriculum and Instruction		
Number C&I 4	Reference 59-18-900	STANDARD: The school and/or district use data to improve its curricula and instruction.

Number	Reference	Indicator	Source of Information	Interviews	Notes
C&I 4.1	59-18-900	<p>The school and district annually review longitudinal student performance data and use this information to evaluate the effectiveness of the existing programs. Curricula and instructional programs are adjusted, as necessary.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What procedures are established to ensure that each curriculum is reviewed? • How are the review results used to adjust a particular curriculum? 	<input type="checkbox"/> Assessment plan <input type="checkbox"/> Curriculum documentation <input type="checkbox"/> Analysis results <input type="checkbox"/> _____	<ul style="list-style-type: none"> • Principal • Teachers • SIC members 	<input type="checkbox"/> Not Applicable

FOCUS AREA: Curriculum and Instruction		
Number C&I 5	Reference 59-18-110 59-18-700 59-20-60	STANDARD: Each staff member and student has access to resources of the type and in the quantity needed to implement the curricula of the school effectively.

Number	Reference	Indicator	Source of Information	Interviews	Notes
C&I 5.1	59-18-700	<p>Instructional materials, resources, and learning activities are aligned with the curricula and state standards; instructional equipment is appropriate to the curricula and is up-to-date; and students have the necessary learning materials.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How do school leaders ensure that supplementary instructional materials are consistent with the curricula and with state standards? • How are learning materials allocated? • Are the learning materials adequate? 	<input type="checkbox"/> Observation <input type="checkbox"/> School budget request <input type="checkbox"/> Text book orders <input type="checkbox"/> _____	<ul style="list-style-type: none"> • Teachers • Parents/guardians • Students 	<input type="checkbox"/> Not Applicable
C&I 5.2	59-18-110	<p>Professional staff members are involved in the selection of quality instructional materials.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How are quality instructional materials selected? • Who selects the materials? • How is the effectiveness of instructional materials assessed? 	<input type="checkbox"/> Policy or procedures <input type="checkbox"/> Instructional material assessment meeting minutes <input type="checkbox"/> _____	<ul style="list-style-type: none"> • Principal • Teachers 	<input type="checkbox"/> Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
C&I 5.3	59-20-60	<p>Instructional apparatus and equipment in all laboratories, resource centers, and classrooms are maintained in good working condition and are regularly updated to meet changing needs as described in the school renewal plan and/or the district strategic plan, and are routinely used by teachers.</p> <p>Key questions:</p> <ul style="list-style-type: none">• What system is in place to provide routine inspection of instructional apparatus and equipment?• What system is in place to ensure timely repair or replacement of unsafe or unusable apparatus or equipment?• With what frequency are the laboratories and resource centers used to support the instructional program?	<p><input type="checkbox"/> Maintenance and repair system</p> <p><input type="checkbox"/> _____</p>	<ul style="list-style-type: none">• Principals• Teachers	<p><input type="checkbox"/> Not Applicable</p>



External Review Instrument

**Intervention and Assistance Program
Office of School Quality
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Professional Development

Revised for School Year 2006–07

School: _____

FOCUS AREA: Professional Development		
Number PD 1	Reference 59-24-50	CONTEXT STANDARDS: The context standards include learning communities, leadership, and resources and address the organization's system and culture in which new learning will occur and be implemented.

Number	Reference	Indicator	Source of Information	Interviews	Notes
PD 1.1	59-24-50 NSDC Standards for Staff Development	<p>Leadership –Skillful school and district leaders guide instructional improvement through the allocation of appropriate resources and professional development that improves the learning of all students.</p> <p>Model schools have instructional leaders who promote teacher learning, provide opportunities to improve instruction (e.g. learning communities), create leadership opportunities among the staff, and coordinate resources to guide instructional improvement.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Does the principal structure the annual calendar and daily schedules to provide adequate time for learning and collaboration as part of the workday? • Does the principal promote leadership roles among the faculty (i.e., team leader, chairperson, coach, mentor)? • Is there a shared vision of beliefs and values prioritizing instructional initiatives among administrators and faculty? 	<input type="checkbox"/> Master schedule <input type="checkbox"/> School renewal plan <input type="checkbox"/> School calendar <input type="checkbox"/> Evidence of team assignments <input type="checkbox"/> Meeting agendas or minutes <input type="checkbox"/> Teacher handbook <input type="checkbox"/> Coach or mentor handbook/team leader's roles and responsibilities	<ul style="list-style-type: none"> • Principal • Teachers 	<input type="checkbox"/> Not Applicable

FOCUS AREA: Professional Development		
Number PD 2	Reference 59-24-50	PROCESS STANDARDS: The process standards refer to the design and delivery of professional development. They describe the process used to acquire new knowledge and skills. Professional development should be data-driven and research-based, and have strong evaluation, design, learning, and collaboration components.

Number	Reference	Indicator	Source of Information	Interviews	Notes
PD 2.1	59-24-50 NSDC Standards for Staff Development	<p>Data-driven - The school’s professional development improves the learning of all students by using disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.</p> <p>Model schools use all data (test scores, attendance, discipline, drop-out rate, retention rate, etc.) relevant to or impacting student learning to drive instructional decisions, determine the focus of adult learning, and evaluate the impact of professional development on student achievement.</p> <p>Model schools use all available early childhood data to develop support for the early childhood assets study that will lead to appropriate professional development of the early childhood staff.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What data is analyzed and how are the results used? • What data is used in designing professional development needs? • How is the effectiveness of professional development monitored? 	<input type="checkbox"/> School renewal plan <input type="checkbox"/> Disaggregated data <input type="checkbox"/> School report card <input type="checkbox"/> Teacher handbook <input type="checkbox"/> Evaluation plan for professional development	<ul style="list-style-type: none"> • Principal • Teachers 	<input type="checkbox"/> Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
PD 2.2	59-24-50 NSDC Standards for Staff Development	<p>Evaluation - The school's professional development improves the learning of all students by using multiple sources of information to guide improvement and demonstrate its impact.</p> <p>Model schools evaluate the teachers' acquisition of new skills and knowledge, how this new learning affects teaching, and in turn, how new practices affect the learning of all students (i.e., surveys to determine the effectiveness of training, observations to evaluate the level of implementation and the students' results to determine the overall effectiveness of the professional development activities).</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How does the school (leadership and teachers) determine the impact that professional development has on instructional practices? • Does the evaluation of professional development guide the future planning and support of teacher needs? • Does the school monitor the transfer of knowledge and skills into classroom practices? How is the professional development training put into practice? 	<input type="checkbox"/> School renewal plan <input type="checkbox"/> School report card <input type="checkbox"/> School surveys <input type="checkbox"/> Teacher observations <input type="checkbox"/> Teacher handbook <input type="checkbox"/> Student benchmarks and assessments <input type="checkbox"/> Lesson plans	<ul style="list-style-type: none"> • Principal • Teachers 	<input type="checkbox"/> Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
PD 2.3	59-24-50 NSDC Standards for Staff Development	<p>Research-based - The school's professional development improves the learning of all students by preparing educators to apply research to their decision making.</p> <p>Model schools use needs assessment results to research best practices/exemplary models before adopting programs to improve teaching and promote higher student achievement.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Does the school utilize needs assessment data to determine program improvement initiatives? • When considering school improvement initiatives, does the school examine the pros and cons of each initiative at similar schools prior to implementation? • What evidence does the school have that shows an in-depth analysis of the research base for each new program/initiative considered for instructional improvement or whole-school reform? 	<input type="checkbox"/> Needs assessment survey <input type="checkbox"/> School renewal plan <input type="checkbox"/> Evidence of research for new programs/initiatives	<ul style="list-style-type: none"> • Principal • Teachers 	<input type="checkbox"/> Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
PD 2.4	59-24-50 NSDC Standards for Staff Development	<p>Design - The school's professional development improves the learning of all students by helping teachers use appropriate learning strategies that are aligned to the intended goal of the lesson.</p> <p>Model schools design professional development to enhance teachers' current skills and help them acquire new skills. Support and follow-up are essential for the practices to become a routine part of teachers' instructional repertoire (i.e. training can be combined with coaching, demonstration lessons, video models, collaboration, study groups, and action research).</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What are the goals of the professional development program (teach new behavior or enhance existing behavior)? • How does the school demonstrate follow-up and on-going support for new practices? 	<input type="checkbox"/> Needs assessment survey <input type="checkbox"/> Program goals <input type="checkbox"/> School renewal plan <input type="checkbox"/> Teacher handbook <input type="checkbox"/> Evidence of program follow-up and on-going support	<ul style="list-style-type: none"> • Principal • Teachers 	<input type="checkbox"/> Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
PD 2.5	59-24-50 NSDC Standards for Staff Development	<p>Learning - The school's professional development improves the learning of all students by applying knowledge about human learning and change.</p> <p>Model schools conduct professional development that incorporates the instructional methods teachers are expected to use in the classroom, while considering the career stages of the faculty and the impact of the change process.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Do teachers have opportunities for active engagement during their professional development (i.e., reflection, feedback, practice, demonstrations)? • Does the school have induction, mentoring, and coaching programs that support the needs and address the expertise of the staff? • Does the school implement change in a trusting environment? 	<input type="checkbox"/> Mentoring, coaching, or induction program handbooks <input type="checkbox"/> School renewal plan <input type="checkbox"/> Teacher handbook <input type="checkbox"/> _____	<ul style="list-style-type: none"> • Principal • Teachers 	<input type="checkbox"/> Not Applicable
PD 2.6	59-24-50 NSDC Standards for Staff Development	<p>Collaboration - The school's professional development improves the learning of all students by providing educators with the knowledge and skills to collaborate.</p> <p>Model schools develop knowledge of strategies to monitor and improve group interactions, group decision-making strategies, group structures, stages of group development, conflict resolution, and effective interaction skills for team members.</p> <p>Key question:</p> <ul style="list-style-type: none"> • How does the school support effective team collaboration? 	<input type="checkbox"/> School renewal plan <input type="checkbox"/> Teacher handbook <input type="checkbox"/> _____	<ul style="list-style-type: none"> • Principal • Teachers 	<input type="checkbox"/> Not Applicable

FOCUS AREA: Professional Development		
Number PD 3	Reference 59-24-50	CONTENT STANDARDS: The content standards refer to the actual skills and knowledge that effective educators need to produce higher levels of student learning. The standards include equity, quality teaching, and family involvement.

Number	Reference	Indicator	Source of Information	Interviews	Notes
PD 3.1	59-24-50 NSDC Standards for Staff Development	<p>Equity - The school’s professional development improves the learning of all students by preparing educators to understand and appreciate all students; create safe, orderly, and supportive learning environments; and hold high expectations for students’ academic achievement.</p> <p>Model schools have professional development that helps teachers to understand the cognitive and social/emotional characteristics of students in order to provide all students with an appropriate curriculum, helps teachers to differentiate instruction based on student needs, and helps teachers to communicate high expectations for <u>all</u> students in an environment that is emotionally and physically safe.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Do teachers vary instructional strategies in order to motivate all students to learn? • Do teachers take into consideration students’ interests and backgrounds in planning relevant and meaningful lessons? • What programs and procedures are in place to support students who are not successful? If there are programs and procedures, how are they coordinated to meet the individual differences of each child? • How do teachers teach and reinforce the school rules that promote the physical and emotional safety of students? 	<input type="checkbox"/> Lesson plans <input type="checkbox"/> Teacher handbook <input type="checkbox"/> School renewal plan <input type="checkbox"/> Observation <input type="checkbox"/> _____	<ul style="list-style-type: none"> • Principal • Teachers • Parents/guardians • Students 	<input type="checkbox"/> Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
PD 3.2	59-24-50 NSDC Standards for Staff Development	<p>Quality Teaching - The school's professional development improves the learning of all students by deepening educators' content knowledge, providing them with research-based instructional strategies to assist students in meeting rigorous academic standards, and preparing them to use various types of classroom assessments appropriately.</p> <p>Model schools have teachers who participate in sustained, rigorous professional development for the subjects they teach. Teachers receive training relative to teaching, the means by which they assess student progress, and the research regarding human learning and development.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Do teachers have professional development opportunities to foster a deeper understanding of their content? • Is there follow-up to professional development activities? • Do teachers use instructional strategies that engage students in activities that are clearly aligned with state standards? • Do teachers use a variety of formal and informal assessments to determine student progress? 	<input type="checkbox"/> School renewal plan <input type="checkbox"/> Individual teacher growth plans <input type="checkbox"/> Needs assessment survey <input type="checkbox"/> School calendar <input type="checkbox"/> Professional development calendar <input type="checkbox"/> Teacher handbook <input type="checkbox"/> _____	<ul style="list-style-type: none"> • Principal • Teachers 	<input type="checkbox"/> Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
PD 3.3	59-24-50 NSDC Standards for Staff Development	<p>Family Involvement - The school's professional development improves the learning of all students by providing educators with knowledge and skills to involve families and other stakeholders appropriately.</p> <p>Model schools communicate and build partnerships with families and the community to increase home-school relationships that support student learning.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What partnerships have been developed between the school and the community? • Has the school addressed the six dimensions of parent involvement (communication, parenting workshops, volunteers, learning at home, decision making, collaboration with the communities)? • What types of communication are used by the school to keep parents informed? 	<input type="checkbox"/> Agenda and minutes of SIC meetings <input type="checkbox"/> School calendar <input type="checkbox"/> School newsletters and other correspondence sent home <input type="checkbox"/> Student/Parent Handbook	<ul style="list-style-type: none"> • Principal • Teachers 	<input type="checkbox"/> Not Applicable

FOCUS AREA: Professional Development		
Number PD 4	Reference 59-26-40	STANDARD: The school has established programs that provide formal guidance to teachers and administrators on individual professional growth plans for teachers.

Number	Reference	Indicator	Source of Information	Interviews	Notes
PD 4.1	59-26-40	<p>Individual growth plans for teachers are supportive of the school renewal plan.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Do all teachers have individual growth plans? • How are individual growth plans for teachers developed? • How is it determined whether the plan is supportive of the school renewal plan? • How are teachers provided feedback concerning their job performance? 	<input type="checkbox"/> School renewal plan <input type="checkbox"/> Teachers’ individual growth plans <input type="checkbox"/> Teacher contracts <input type="checkbox"/> Conference schedule <input type="checkbox"/> _____	<ul style="list-style-type: none"> • Personnel Administrator (district) • Principal • Teachers 	<input type="checkbox"/> Not Applicable



External Review Instrument

**Intervention and Assistance Program
Office of School Quality
Division of Curriculum Services and Assessment**



Performance

Revised for School Year 2006–07

School: _____

FOCUS AREA: Performance Review for Schools Serving Grades Three Through Eight		
Number Per 1	Reference 59-18-310	<p>* REVIEW: Schools that enroll students in grades three through eight use the PACT to measure the degree to which the students have mastered grade level standards in the core content areas.</p> <p>* This review should be for schools serving only grades three through eight.</p>

Number	Reference	Statement of Review	Source of Information	Notes
Per 1.1	59-18-310	<p>A review of the 2006 school report card indicates the absolute rating of the elementary or middle school.</p> <p>** Expected progress is determined by comparing the absolute rating of 2003 with the absolute rating of 2006.</p>	<input type="checkbox"/> PACT data <input type="checkbox"/> School report card	
Per 1.2	59-18-310	<p>A review of the 2006 school report card indicates the improvement rating of the elementary or middle school.</p>	<input type="checkbox"/> PACT data <input type="checkbox"/> School report card	

FOCUS AREA: Performance Review for Schools Serving Grades Nine Through Twelve		
Number Per 2	Reference 59-18-310	<p>* REVIEW: Schools that enroll students in grades nine through twelve use the HSAP results and 2006 eligibility for LIFE Scholarships (will be replaced by EOCEP data on the 2007 report card) to measure the degree to which students have mastered grade-level academic standards in the core content areas. The following criteria are calculated to determine the absolute rating on the 2006 high school report card:</p> <ul style="list-style-type: none"> • Longitudinal Exit Exam Passage Rate (30%) • First-attempt HSAP Passage Rate (20%) • Eligibility for LIFE Scholarships (20%)** • Graduation Rate (30%) <p>* This review should be for schools serving only grades nine through twelve.</p> <p>** Will be replaced in 2006-07 by % Scoring 70 or Above on End-of-Course Tests (20%)</p>

Number		Statement of Review	Source of Information	Notes
Per 2.1	59-18-310	<p>A review of the 2006 school report card indicates the absolute rating of the high school.</p> <p>*** Expected progress is determined by comparing the absolute rating of 2003 with the absolute rating of 2006.</p>	<input type="checkbox"/> HSAP data <input type="checkbox"/> School report card	
Per 2.2	59-18-310	<p>A review of the 2006 school report card indicates the improvement rating of the high school.</p>	<input type="checkbox"/> EOCEP data <input type="checkbox"/> School report card	